

Naburn C of E Primary School



Behaviour Curriculum

Introduction

At Naburn CE Primary we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum.

Intent

Naburn Behaviour Principles:

- Having clear and concise rules, routines, rewards and sanctions that everyone follows;
- Teaching and modelling behaviour rather than telling, children how to behave;
- Ensuring all adults are calm, consistent and fair in their response to behaviour;
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see; and
- Adapting our approaches, where needed, for specific pupils with additional needs.

Implementation

Roles and responsibilities

All staff, every day will:

- Act in a calm, consistent manner.
- Meet and greet on the playground or as children enter classrooms.
- Refer to 'The Naburn Way' in all conversations about behaviour.
- Give their first attention to best conduct.
- Be deliberately bothered, showing they know the children, value them and that they believe the children matter.
- Share responsibility for whole school behaviour and offer support for colleagues.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply the rules, routines, rewards and sanctions policy consistently.
- Follow up on misbehaviour as soon as possible.
- Use scripts consistently.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders will:

- Lead by example.
- Review the policy regularly.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.

Impact

Monitoring

Through housekeeping, class records and CPOMS as a staff team we will monitor the behaviour procedures and provide feedback to staff when required.

Staff completing learning walks will identify examples of best practice and share these with staff as necessary.

School Council

Our School Council meets to discuss behaviour across the school on a regular basis.

Curriculum Content

Curriculum content to be covered in depth in Autumn 1; revisited throughout the year

Behaviour

Know that there are the key expectations of The Naburn way that all children and adults should adhere to.

These are:

- **Always try your best (Aspiration)**
- **Be kind (Respect)**
- **Care for and treat others as we would want to be treated (Community)**
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Children should also be taught and know the following examples of these key expectations:

Always try your best	Be kind	Care for and treat others as we would like to be treated
Follow teacher instruction, first time	Talk kindly to others.	Show good manners to all.
Show good listening skills in lessons to both adults and other children.	Respect others' right to learn.	Hold doors open for people, smile and be welcoming.
Each piece of work or contribution within a lesson should be our best, showing pride in achievement.	Value differences by welcoming and including everyone.	Respect the property of school and of others.
Ask for help if you are unsure.	Play games that do not become physical.	If someone looks sad, make sure that they are looked after.
Complete homework on time.	Accept responsibility if you make a mistake and say sorry.	Use a calm and polite tone of voice around school.
Persevere – always try to improve in all lessons, even if they are not our favourite subjects.	Show good sportsmanship, celebrate the performance of others.	Speak to a trusted adult if you have a worry about yourself or others.
	Encourage each other to succeed.	

Our Routines

Attention Signal

Our staff use '1.2.3...' as a signaller to gain attention.

The chn will respond '...look at me'

It is expected that all children will be looking silently at the adult without anything in their hands to await instruction.

Lining up

Know that we line up in classrooms, after break, after lunch and any other time we are asked to line up. Know that lining up means:

- **Smart** (Hands by sides, smart standing)
- **Straight** (In a straight line facing the front)

- **Silent** (No talking, looking and listening for instruction)

Fantastic Listening

Know that we use fantastic listening in class, in the hall and in group work. This means that we use **STAR**:

- **Sitting** up or standing straight
- **Tracking** the teacher or person speaking
- **Attention** at all times
- **Respect** towards others

Know that we all do fantastic listening to ensure everyone is able to learn without distractions.

Fantastic Walking

Know that it is important to walk around the school in a quiet and calm way, making sure I do not disturb other classes or groups.

Know:

- **Walk** (Walking only, never running)
- **Whisper** (My voice shouldn't be heard walking around school)
- **Purpose** (I should only be walking around school with permission or to do something specific that I have been instructed to do)

Arriving at school

Know that I arrive on time to school.

Know that I walk calmly to our classrooms.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchbox in the cloakroom and water bottle in the box in the classroom

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

Using good manners

Know that I should always say '**please**' when I am asking for something.

Know that I should always say '**thank you**' when I receive something or someone does something nice for me.

Know that I should say '**Good morning/afternoon**' to adults if spoken to.

Know that it is important to show gratitude to others by thanking people for what they have done for me.

Know that a calm and polite tone is respectful.

Playtime Behaviour

Know that I must walk from my classroom to the playground using Fantastic Walking.

Know that I must play safely without hurting anyone.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be kind, by including people in my games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that, when the bell is rung, I must line up in my lining up order straight away (Smart, Straight, Silent)

Know that I must walk back to my classroom using Fantastic Walking.

Lunchtime

Know that I use Fantastic Walking when walking to the hall.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any left-over food into the correct bin.

Know that I use Fantastic Walking when walking from the dining hall to the playground.

Completing work in books

Know that I should always work on the next available page unless told otherwise.

Know that I should date every piece of work.

Know that if I am writing a title, I must underline it with a ruler.

Know that I should always write neatly and clearly, with joined up handwriting in Y2 onwards.

Know that I should always start writing from the margin.

Know that in maths I should use one digit per box.

Know that in maths I should always leave a one square space between calculations.

Know that whenever I am drawing lines, I should use a ruler.

Know how to correct mistakes by drawing a straight line through your work.

Know that I do not doodle on the cover or anywhere in my book.

General Behaviours

Know that I should not be leaving my seat during a lesson unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table clear from clutter.

Know that I have a responsibility to ensure that the classroom is kept tidy, the cloakroom and the toilets.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

Appendix 1

Inappropriate Behaviour Script

- 1) Take the child aside privately and calmly, speak to them at or lower than eye level. Adult should always display calm body language and tone of voice that shows calm and in control.
- 2) Use common school language and remind of the Naburn Way, e.g. 'I've noticed that...' (e.g. ***I've noticed that you've had a problem starting this morning and you know our rule about always trying your best. I need you to try your best.***)
- 3) Give the child the chance to follow the expectation, and reassure with positive examples of super learning seen by that same child. Time here is essential. Do not expect them to immediately jump into the behaviour you are expecting.
- 4) If behaviour is not improving following positive reinforcement and time left alone then it is time to clarify rule again and this time follow with a sanction (e.g. ***I've noticed that you've had a problem starting this morning and you know our rule about always trying your best. I need you to try your best. You are going to need to speak with me for two minutes at break time today.***)
- 5) Adult always avoid confrontation, and if a child protests with the sanction we repeat with further reference to positive example and move away (e.g. ***I've noticed that you've had a problem starting this morning and you know our rule about always trying your best. I need you to try your best. You are going to need to speak with me for two minutes at break time today. Do you remember yesterday when you did that amazing writing in English? It was so good. That is the behaviour I want to see now. That's the behaviour I want from you. Thank you for listening***)
- 6) Adults will always follow through with the sanction administered. This opportunity to discuss reasons for behaviour, reaffirm positive behaviours and then restart for the next lesson is crucial. **The sanction has been completed; the next lesson is a new start.**

Appendix 2

Restorative Questioning – a tool for helping the conversation following/during sanction

1) What happened?

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage the objective is for the pupil to feel understood and heard.

Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)

Ask questions if necessary.

Check if you understand properly (do you mean...?)

If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.

If what the pupil is saying isn't an accurate reflection of the truth ask inquisitive questions and check understanding: 'Are you saying that this happened?'

2) How were you feeling? What did you need?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it.

Suggest feelings and needs if necessary.

Respond with empathetic body language and facial expressions.

3) What happened after your behaviour?

The objective at this stage is to identify the natural consequence of the behaviour. This stage is fundamental for children to start to assess whether this behaviour is working for them but it is often lost once punishments and getting told off take place because they are distracted by a fight or flight response or resentment.

4) Who else was involved? What do you think were their feelings and needs?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in stage one will directly impact how well the pupil will be able to empathise with others now.

5) Who else was affected by this behaviour who was not directly involved in the incident? What do you think their feelings and needs are?

This question is about understanding how the behaviour affects people not directly involved with the incident, for example the rest of the class, the teaching staff, the rest of the school, the head teacher and parents. Often the pupil won't have considered how their behaviour has impacted people outside of the incident.

6) What have you learnt and what will you do differently next time?

This is an opportunity to work with the pupil to find strategies moving forwards for them to meet their needs in a way that will also be respectful of other people needs. If there doesn't seem to be an easy solution, for example they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert back to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another

7) How can you repair the damage?

This step is often missed with 'Punitive Justice' where a pupil might have to do a sanction but won't necessarily repair the damage. Giving the responsibility to the pupil to correct their behaviour is arguable far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, etc. deters them from doing it again without the need for a punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.

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